



LESSON FIVE: ALL ABOUT CARLSBAD

OVERVIEW

The students are introduced to Carlsbad as a city; its history and current City Council members.

OBJECTIVES

The students will:

- Learn why, how and when Carlsbad became a city.
- Recognize that the City of Carlsbad, like the United States of America, operates as a democracy in which the majority rules.
- Learn more about the current City Council members and discuss the issues they face.

PREPARATION

Review both activities and materials. Remember that this is the first “Carlsbad-specific” lesson. As such, it is a lesson in which many of the terms in the Carlsbad Rap will be defined.

Also remember (especially if you are in an EUSD or SMUSD school) that there will be children who live in other cities, so when possible, you will want to relate how Carlsbad is similar to and differs from its neighbors. For instance, each city has a city seal, but they are all different.

Display the City Council Photo Chart, and start off with the Rap.

MATERIALS

- 1 City Council Photo Chart
- 1 classroom set Carlsbad pencils
- 1 classroom set of “Carlsbad Becomes a City”
- 1 class City Seal
- 1 classroom set of student My City Seals
- 1 classroom set of “CityStuff Kids Want To Know” questionnaire

CONCEPTS

History • Carlsbad government • Democracy

SKILLS

Spelling • Listening • Reading out loud • Art creation

VOCABULARY

Mayor: the elected official who heads the five-member City Council. The Mayor is the chief spokesperson for the Council and appoints people to the many volunteer boards and commissions that help the Council make good decisions for Carlsbad. The Mayor and Council members may be women or men.

TIME

Introduction/Rap: 10 minutes

“Carlsbad Becomes a City” booklet: 20 minutes

CityStuff Kids Want To Know: 15 minutes

City Seal Discussion/Creation: 10 minutes

Decision Making: 5 minutes

Note: It’s possible but may be difficult to cover all three activities. The My City Seal activity can be left with the teacher to complete as time allows.

PRESENTATION

Start off with at least the first verse plus refrain of the Carlsbad Rap. (If there is time and inclination, do the entire Rap.) Explain that many of the ideas in the Rap will be explored in this lesson.

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ACTIVITY A: "CARLSBAD BECOMES A CITY"

Hand out copies of the "Carlsbad Becomes a City" booklet. Go around the class, calling on students to stand and read a page. (In classrooms with more than 20 students, separate the longer pages into sections so everyone has a chance to read.)

Note: Check with the classroom teacher before beginning this activity. To avoid embarrassing any students, have the better readers read the longer sections. Ask the less accomplished readers to read the shorter sections.

Optional ShortTales Assignment: S is for Seal, pages 48-49.

INFORMATION TO IMPART ABOUT OTHER CITIES

- Oceanside, Vista, Encinitas and San Marcos are neighboring cities to Carlsbad.
- These cities all have their own city seals, employees and Mayors/City Councils, but they all operate in the same democratic way.
- Many roads go from city to city to city. Some examples are El Camino Real and Palomar Airport Road/San Marcos Boulevard.
- Some children who live in San Marcos, Vista, Encinitas and Oceanside go to school in Carlsbad. (Ask: Do any of you?)

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ACTIVITY B: "CITYSTUFF KIDS WANT TO KNOW"

This activity provides a fun opportunity for students to learn more about the current City Council Members and the issues they face. This understanding will help the students assume the roles of Council Members in **Lesson Six: Mock City Council Meeting in City Council Chambers**. A discussion about decision making finalizes this activity and also lays the groundwork for Lesson Six.

Hand out copies of the "CityStuff Kids Want to Know" questionnaire to the students. Ask one of the students to read the opening paragraph. Remind them, "You've just been elected to the Carlsbad City Council and the voters want to find out more about YOU!"

Allow five minutes for students to write down their answers to the six questions.

Explain to the students the Carlsbad City Council also answered the same questions. Hold up the photo chart with Council Members photos facing students. The answers provided by the Council Members are on the back of the photos.

Volunteer: "Let's see if some of their answers are the same as yours. Raise your hands to tell me, what your favorite ice cream flavor is?"

A student responds "Chocolate." (Or, Rocky Road, Cherry Vanilla, Mint Chocolate Chip or Cookie Dough)

Volunteer: "Oh, chocolate is your favorite. Let's look at the City Council Photo Chart. Who on the Council do you think also answered Chocolate (or Rocky Road, Cherry Vanilla, Mint Chocolate Chip or Cookie Dough) is their favorite ice cream flavor?"

Students provide guesses. Volunteer points to the Council Member's photo, "That's good guesswork, in fact, Council Member Julie Nygaard's favorite flavor is Chocolate.

Volunteer: "That same Council Member also answered the question, "What is the most important environmental issue facing Carlsbad?" Four out of five council members answered that water is the most important issue facing Carlsbad. Raise your hand if you circled water, the lagoons or the ocean as your most important issue facing Carlsbad. For those of you who chose another issue, raise your hand to tell me what issue is important to you."

Students provide responses. Volunteer may write student responses on the classroom white board. Based on their responses, ask them which Council Member they think feels open space and trails are important issues facing Carlsbad? (Answer: Council Member Ann Kulchin)

Volunteer: And, what ice cream flavor do you think is her favorite? Well, it's Cherry Vanilla! Did anyone else choose Cherry Vanilla?"

Volunteer: "Mayor Lewis has a favorite place to visit in Carlsbad. Mayor Lewis' favorite building is the Safety Center. Does anyone here know what goes on at the Safety Center? (Answer: it is the location where our police officers work on their investigations and store the evidence. It also is our Emergency Operations Center where people who work for the City go during a disaster to plan on how to keep the people who live in Carlsbad safe.) Raise your hand to tell me where your favorite place to visit or play is."

Using the favorite ice cream flavor responses, you can also weave the number of years on the City Council into the dialogue. Ask students, "How many years would you want to work as a Carlsbad City Council Member?" Based on their responses, ask them "Which Council Member they think answered 14 years." (Answer: Council Member Matt Hall)

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Volunteer: “What do you think will be the best part of your job as a Carlsbad City Council Member?”

When a student responds, meeting people would be the best part of a City Council Member’s job or after a few other replies, you can ask the students, “Can you guess who on the City Council also answered meeting new people, solving community problems, or making a positive difference for Carlsbad citizens?” (Answer: All of the City Council Members)

Invite a student up to the front of the classroom. “If you could invite anyone in the world to visit a City Council meeting, who would that be?” After the student answers, have the student point to one of the Council Member photos to find out whom that Council Member would like to invite to a Council meeting. Share that information. For example, Council Member Mark Packard would invite Governor Schwarzenegger. Tell the students, “One of the Council Members would invite their mother. Who do you think this is?” There are many fun ways to engage the students to learn more about their City Council Members. “Guess which Council member said their favorite building in Carlsbad is their home? (See Council Photo Chart) How about you?”

We would like to include student responses to the CityStuff Kids Want To Know Questionnaire in a CityStuff newsletter and the CityStuff website. Your classroom teacher will know which students have parent permission to publish schoolwork on the website and in newsprint. Be sure to discuss this with the teacher in advance. Completed questionnaires may be brought to City Hall, attention Kathy Siemion, when you return your CityStuff materials and/or at the class Mock City Council Meeting held at City Hall. Please contact Kathy Siemion at 760-436-0140 or citystuff1@roadrunner.com with questions.

DECISION-MAKING

Now is a great time to preview the underlying concept of decision making. At the final class the students are going to participate in a “mock” City Council Meeting. Everyone will have a role to play.

Take a few minutes just to make sure the students understand that reasonable people often agree, but they can disagree as well. You may also preview this material just before the Mock City Council begins at City Council Chambers.

Here is one suggested way:

Some decisions are easy to make. Should you wear a helmet when riding your bike? (Yes!) Is it ok to litter? (No!) Are fruits and vegetables better for your health than doughnuts and soda pop? (Yes!) If someone asks you to with them when they steal candy from a store, should you go? (No!) Ask the class for some other examples of easy decisions.

Some decisions are not as easy to make. Let’s say your class is going to have a picnic. Should you make hamburgers or hot dogs? Some people might say hot dogs, because they’re quick and easy to cook on a grill. But other people might say that hamburgers taste better. The hot dog group might respond that hot dogs are cheaper. That’s true, say the hamburger people, but hamburgers are more filling so you would only eat one of them instead of two hot dogs.

The best way to resolve an issue like this is to get as much information as you can, discuss it, ask people for their opinions and then take a vote. If the majority of your class wants hot dogs, that’s what you’ll have. If a majority chooses hamburgers, you’ll have hamburgers.

Explain to the students that the City Council has to make hundreds of decisions every year. Most of the decisions are complicated, so Council members reach them by relying on research, listening to people who will be affected by the decision and discuss the issues before voting.

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ACTIVITY C: “LET’S LEARN ABOUT THE CITY SEAL”

There are two sections to this activity. First, the students will learn about the Carlsbad City Seal. Then, they will create their own, on class time with the help of the teacher. NOTE: Ask your classroom teacher beforehand if the students can complete this activity on their own. Be sure to provide the materials.

SECTION ONE

Post the large color Carlsbad City Seal where students can easily view it. With the help of the students, point out and discuss each element of the seal. (See Fast Facts 101, #s 42 and 43 for additional information.)

Introduce the concept: In 1958, the City held a contest to design a City Seal, with a prize of \$25 awarded to the winner. Major Albert F. Rinehart’s design won. It incorporated several symbols that the City Council thought best represented the City of Carlsbad.

Tell students that they will see different renditions of the City Seal next week when they take a field trip to City Hall. A tile mosaic is displayed in City Council Chambers. A Lego mosaic is displayed at City Hall.

EXPLANATION OF SEAL ELEMENTS

Point to the elements (or have students come up and help you) and discuss their significance, one by one:

- The triad (three connected triangles) represents the three elements that oversee Carlsbad City government: 1) the Mayor; 2) the other four Council Members; and 3) the City Manager.
- The hatchet in the triad is a longtime symbol of democratic government. The inclusion of the hatchet may derive from the Iroquois Indians’ “Great Law of Peace.” According to this Native American legend, a Peacemaker brought warring people together and told the warriors to bury their weapons – thus the phrase, “bury the hatchet.” Seen this way, the hatchet represents a democracy in which disagreements do not lead to violence. (In our next lesson, the students will learn first-hand how people may disagree in a respectful manner.)
- The three elements around the triad represent features that make Carlsbad a uniquely delightful place to live.
- At the top, the sun and sea represent the great climate and coastal location.
- At the bottom left is the City’s official flower, the bird-of-paradise. (If you visit the northeast corner sidewalk of Carlsbad Village Drive and Carlsbad Boulevard, you’ll see artist James Hubbell’s bird-of-paradise artwork in a tile mosaic).
- At the bottom right is a cornucopia, which symbolizes the many food crops once grown in Carlsbad.

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SECTION TWO

NOTE: Please give this sheet, along with the student seals to the teacher. Pass out the black-and-white City Seals, one to each student. Note that, with the exception of the words “City of Carlsbad” and “California,” they are purposely blank inside.

Tell the students that now it’s time for them to create their own City Seal!

Ask them: What do you think makes Carlsbad a great place for people to live, work, play and go to school?

Decide what is important to you about Carlsbad. This would be your symbol of Carlsbad. It shows what in Carlsbad is important to you.

OPTIONAL INFORMATION

If there is time, you can share this information about mosaics. Mosaic art dates back hundreds of years. People from many cultures and countries around the world have made mosaic art works. Ancient mosaics can be found in places such as Egypt, Europe, and North and South America.

A mosaic is an artwork that resembles a puzzle. It is made by fitting together small pieces of colored objects such as tile, glass, stone or paper. The objects are called “tesserae” – pronounced teh’-sur-ray. Often, the objects have small spaces between them. Typically, mosaics are very bright and colorful.

CREATE YOUR OWN CITY SEAL

Tell the students: Draw your symbol inside the blank City Seal circle. Use bright, colorful markers or crayons to decorate your symbol and the entire City Seal.

Encourage them to get creative with their use of colors. Tell them to put their name on the paper and to write a short explanation of their symbol and what it means to them.

SHOW AND TELL

As time allows, have the students come to the front of the classroom. Ask them to name their symbol and explain why they chose it.

NOTE: IN THE FUTURE, WE MAY COLLECT AND DISPLAY SOME OF THE OUTSTANDING CITY SEALS. YOU MIGHT WANT TO CAPTURE ONE OR MORE IN A PHOTOGRAPH FOR USE IN A CITYSTUFF PUBLICATION.